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THE AMERICAN NORMAL SCHOOL.

BY J. P. GORDY.

The two most important questions concerning any existing institution are: (1) What is its proper work? and, (2) What means should it employ to perform it? It is then wise to begin by asking:

What is the proper work of the American Normal School?

I can not agree with those educationists who report an answer to this question by an *a priori* investigation. Such an investigation, because it is *a priori*, takes no account of facts whose character is such that they decide the whole question. Since the Normal School was founded to make better teachers by making their work rational, reason these educationists, and since their work can only be made entirely rational by being based on a sound philosophy, it must be a school of philosophy in order to accomplish its purpose. When I say that I regard that as an entirely logical argument, it would seem that I ought to admit the conclusion; but I do not. With such beings as men to do the work of such a world as the one we live in, is it possible to make the work of the rank and file of teachers entirely rational? If their work is to be entirely rational, it must be based upon philosophy and the institution which prepares them for it must be a school of philosophy. But if the work of the majority cannot be made entirely rational, if stubborn facts make that an impossibility, then the institutions which prepare teachers to make their work as rational as possible under the circumstances, may be as unlike a school of philosophy as is the Normal School at Worcester, Massachusetts, which expressly disclaims the teaching of philosophy. What are these stubborn facts that must be taken into account? Let any one ask himself what prevents the teachers of the town he lives in from making such a study of Kant's Critique as would be proper in a school of philosophy and he will realize what they are. The teachers of our towns have not mastered Kant because they could not if they would, and moreover if they had mastered him we should be obliged to get along without their services. The work of the world must be done with such tools as the world has, and the teaching of the world must be done by such men and women as the compensation offered for it can secure. The men and women who can assimilate a great system of philosophy are not forthcoming in our world in sufficient numbers to take charge of the schools of the world. If they were, they could hardly be induced to teach a class of children at a meager salary. When those American ideals of which Henry Adams speaks are realized; when the ploughboy goes "afield whistling a sonata of Beethoven," and figures "out in quaternions the relations of his furrows," a Normal school may be a school of philosophy. But in the meantime most of our schools must be taught by teachers who have no system of philosophy and who must get their training in institutions which are not schools of philosophy, or go without training altogether. The truth is that the majority of teachers are in much the same predicament in this particular as the rest of the world. The work of every man implies a system of beliefs whose foundations can be found only in philosophy. But as Edison has made some remarkable inventions, probably without any system of philosphy to guide him, so Pestalozzi who was certainly innocent of any such thing, was a very inspiring teacher.

Turning to educational history, then, what does it tell us about the proper work

of the Normal School? There are two ways of getting the testimony of history on this point. We may inquire (1) what the founders of the Normal School intended it to be so far as we can learn from the courses of study and conditions of admission which they laid down and from any other attainable data, and (2), what kind of teachers have actually been trained in our Normal Schools. If the answers to these questions coincide I think we may conclude that we have learned what the Normal School was founded to do.

To both of these questions the answer of history is perfectly clear. The fact that of the three first American Normal Schools, one was for women exclusively, at a time when no positions to teach were open to them except in the elementary schools, and possibly a few subordinate positions in the secondary schools, and the further fact that all three schools had the same course of study prove conclusively that what they were set to do was to train teachers for the lower grades of schools. And the example of Massachusetts in this particular has been followed more or less closely by all the Normal Schools in the country. It is of course true that the conditions of admission have been raised, and the courses of study considerably extended. But so have they been in our colleges, and it is safe to say that the standard of scholarship in the latter is quite as much higher than that of our normal schools today, as it was fifty years ago.

The answer which history returns to the second question—as to the kind of teachers who have been trained in normal schools—is equally clear. That the graduate of normal schools have for the most part, been employed as elementary teachers, and in subordinate positions in secondary schools, is too well known to make it worth while to dwell upon it.

Since then, from the first, the American Normal School has been designed to train teachers for elementary schools, and for subordinate positions in secondary schools, and since this is the work which it has actually done, we may fairly conclude that this is its proper work.

What means should it employ to accomplish it? In attempting to answer this question we are at once confronted with the much discussed problem as to the proper course of study for a normal school. Should it be partly academic and partly professional or wholly professional?* In other words, is it a part of the work of the normal school to give instruction in the subjects which their students are afterwards to teach, or should they confine themselves to the history and science and art of education, psychology and kindred subjects.

An examination of the preparation required of teachers in the higher grades of schools will bring to light the principles by which the answer to this question must be determined. Who are the teachers in our high schools and academies? Graduates of colleges. Who are professors in our colleges? Men who have done post graduate work of university grade for two or three years, men whose attainments fairly entitle them to a doctorate of philosophy. Who are our university professors? Men of extraordinary ability who have made a thorough study of their specialties in the best universities in the world, and whose great powers enable them to assimilate thoroughly the instruction they received. The significance of these facts is that it is a universally recognized principle that teachers must know more than they are expected to teach. And we need not go far to find the foundation for this principle. Whether a teacher aims to communicate knowledge or promote the development of his pupils, it is alike necessary for him to know more than he expects to teach. As Dr. Fitch points out, some knowledge is inevitably lost in transmission. A teacher deals with a variety of minds, and if his knowledge of his subject is meager he can not select and adapt his matter to suit these different capacities. His range of illustrations will be narrow, his method of presenting his subject weak and lifeless. With little interest of his own in his subject, he can not arouse interest in his pupils. He can not excite their curiosity by giving them glimpses of landscapes lying beyond the fields upon which they are concentrating their attention, because he has never seen any such himself. He can not encourage them to think by encouraging them to ask questions, because he is afraid he would have to expose his ignorance. And if some bright pupil, in spite of the chilling atmosphere, happens to ask a question, he receives an ambiguous, oracular answer, because the teacher is so painfully conscious of his ignorance that he is afraid to

*I use this term in this sense provisionally as will appear later.

say he does not know. The pupils of such a teacher will never get the power that comes from seeing all the details of a subject as parts of a single whole, because, knowing nothing but disconnected facts, he can teach nothing else.

These are a few of the reasons for the generally accepted principle that a teacher must know more than he expects to teach. From this principle it follows that the knowledge of a well qualified teacher may be divided into two parts: (1) That which he has acquired not because he is to follow this or that occupation, but because he is a man, because of his needs as a human being; (2) that which he has acquired because of his needs as a teacher. The teachers' professional preparation, therefore, likewise consists of two parts: (1) of the acquisition of that knowledge of the subjects he is to teach which he needs because he is a teacher; and, (2), that knowledge of the history, philosophy and science of education, that knowledge of methods and practice in applying them, which will make him an intelligent and skillful teacher.

It is admitted by every one that the latter part of the training must be received in the normal school. Why should not the same school give him the former? Indeed when it is remembered that there are no other schools which make provision for giving intending teachers of the normal school grade a professional knowledge of the subjects they are to teach, it will be evident that he must get it there, or he will not get it at all. The theory, therefore, that the academic department of normal schools is a mere concession to existing temporary necessities, I hold to be radically false. I hold with the Massachusetts Board of Education that "the design of the normal school is strictly professional; that it is to prepare in the best possible manner for the work of organizing, governing and teaching the public schools," and that this professional preparation includes "the most thorough knowledge, first, of the branches of learning required to be taught in the schools, second, of the best methods of teaching these branches, third, of right mental training." The normal school is not only the proper agency for undertaking the whole of the professional training of intending teachers of a certain grade, but it is the only institution which even professes to supply any of his professional needs. The theory that normal schools have no business to give instruction in the subjects their students are preparing to teach is a survival of the fallacy of the monitorial system, which held that the simple knowledge of a fact qualifies its possessor to impart it.

Assuming then, that a part of the professional training of teachers consists in a special knowledge of the subjects they are preparing to teach, and that the whole of the professional training of teachers of the normal school grade should be undertaken by normal schools, the next inquiry is: What kind of academic instruction should normal schools give? What subjects, in other words, is it especially important for intending teachers of the best elementary schools to know, and what amount of knowledge of those subjects should be required of them?

Without going into details, I think we shall all agree that a large part of the academic instruction of normal schools may be grouped around four subjects: History, literature, natural science and mathematics. State normal schools are under peculiar obligations to give their students ample instruction in the History of the United States. As those schools exist for the sake of the public schools and they in turn to prepare boys and girls to become good citizens, the former should certainly instruct their pupils in these subjects which have the most direct bearing on the duties of citizenship. The course in the History of the United States should extend through a year at least. Preparatory to this, a term should be devoted to English history, and, if possible, a term to modern French History. If in addition, time can be found for a course in general history covering a year, so much the better. That will enable the student to fix the place of the United States in the history of civilization, to say nothing of its value to him in other directions. Of course general history will not be taught in a formal way in any grade of schools below the High school. But if the teacher has some knowledge of it, he can find plenty of opportunities to use it, and if his pupils have access to a library — which should form a part of the equipment of every school—his historical allusions and illustrations will be sure to set some of them to reading. It is scarcely necessary to add that instruction in history may be made to contribute to the knowledge of psychology and the history of education. History

is the record of the conversion of human potentalities into actualities. What impulses have I, that with a different social environment, I might have become a Spartan, or a monk, or a schoolman, or a knight of the middle ages? Such questions are sure to give the more thoughtful students a deeper interest in both psychology and history, and a profounder knowledge of both. And the instructor in history in a Normal School will surely not fail to make his pupils realize how profoundly the ideals of life have differed in different ages, and the great difference in the place which schools have occupied in different civilizations. If the instructor in history is also the instructor in geography, as he ought to be, he will have ample opportunity to teach valuable historical facts, and at the same time give reality to the psychological truth that the physical environment of the mind is an important factor in its development. The intending teacher should also be carefully instructed in political economy at least for one term, not only because of its bearing on past history, but because of the light it throws on current events, instruction in which should form a part of the work of every public school.

Another subject upon which normal schools should lay great stress is literature. The aim of instruction in this department should be two-fold : first to cultivate in the pupil a genuine taste for good books ; and secondly, to give him as wide a knowledge as possible of the kind of literature most likely to develop a taste for good reading in the boys and girls of our schools. In fact, the professor of literature in a normal school should be quite as much a professor of reading. In connection with the professor of psychology, he should make experiments to determine the kind of books which children of different ages and types of mind enjoy ; he should bring the results of these and similar experiments before his classes and help them to realize their value. He should make his pupils feel the truth which Dr. Stanley Hall has stated so emphatically : "At any rate, I am profoundly convinced, that just as from the point of view that regards charity as a science rather than a virtue, it is wrong to give doles to beggars unless we are able and willing personally or by agencies to that end, to follow them up and see that our gifts are so spent as to do the recipient good and not harm ; so the school has no right to teach how to read without doing much more than it now does to direct the taste and confirm the habit of reading what is good, rather than what is bad." If society ever comes to see the place which the school ought to fill among the agencies of civilization, and to realize how essential the proper teaching of reading is to the proper work of the school, I believe an acquaintance with good literature, and an appreciation of it, will be regarded as an absolutely essential qualification of a teacher in the elementary schools. The college specialist may perhaps be able to get along without it, but the elementary teacher cannot without inflicting great injury on his pupils. How to induce the pupils of our schools to form the habit of bringing their minds into contact with the best thoughts of the wise men of the race, is one of the great problems of education, perhaps the greatest. When that problem is solved, the school will have done all that influence can do, towards giving the right direction to the energies of the rising generation. The solution of this problem, so far as it can be solved at all depends chiefly on the right teaching of reading.

A prominent place in the course of study of a normal school should also be given to natural science. Physiology, botany, zoology, mineralogy, geology, physics, astronomy and chemistry should be taught some of them because of their bearing on geography, others because they enable the teacher to explain many natural phenomena in which children are likely to be interested, and others because the study of them tends to develop those habits of careful observation which are the teacher's best qualification for forming such habits in his pupils.

In the study of those subjects in which normal school students are instructed not because they are preparing to teach them, but because of the light they throw on related subjects more or less of superficiality may be tolerated. But those subjects which they are preparing to teach, should be taught thoroughly. The future teachers should be made to realize in their own experience the differenee between empirical and scientific knowledge. Everywhere and always their rational memory should be cultivated, and they should be made to realize the tremendous difference between knowing and think-

ing—between accepting a thing as true on authority, and seeing that it is true for one's self.

I do not believe normal schools ought to give instruction in the ancient languages. Though it would not be safe to say that the graduates of those schools are never called upon to teach them, it is certainly quite exceptional; so much so that the normal school cannot with any propriety claim that, providing the preparation to teach them is any part of its legitimate work. And though the study of those languages undoubtedly throws a good deal of light on our own, no intelligent person would contend that three or four years spent on the study of them, is time well spent for this single purpose. A third of the time spent on the study of the masterpieces of English would not only give the student a much better knowledge of the structure of his language, but what is far more valuable, "a living appreciation of good literature." The normal school is a professional school, and though it may in its professional character justly undertake some academic work, it does not follow that any academic instruction is a legitimate part of its work. All academic subjects should be ridiculously excluded, except those which the students are preparing to teach, and those related subjects which enable them to comprehend the former more thoroughly. The normal school is not a school of general culture. The argument, therefore, that this or that subject should be taught in the normal school because of its culture value, is irrelevant. But if it was not, the study of Latin and Greek in our normal schools cannot be defended. The "fruit-bearing" stage in those subjects cannot be reached in the time that normal school students can devote to them.

But while the Normal School is a strictly professional school, the academic work which it undertakes will vary widely under different circumstances. The function of the Normal School is to prepare teachers. As we have seen, this preparation consists of two parts—scholarship and training in pedagogics. It can easily be seen that the work required of a Normal School in the matter of scholarship will depend very much on its environment. If the schools from which its students come are very poor, if it must admit students of a very low grade of scholarship or have none at all, it is evident that it ought in its strictly professional character to lay great stress on scholarship. An amount and kind of academic instruction is not only admissible, but required under such circumstances which would, under different conditions, be quite inconsistent with its character as a professional school. That training which its students must have in order to make good teachers, and which they cannot get anywhere else, it must give them. The Normal Schools in the South for the training of colored teachers, have rightly given their attention chiefly to scholarship. They have been the only schools in which their students could get the scholarship which is indispensable to the teacher, and they have made provision for it without in the slightest degree derogating from their professional character.

As to the second part of the professional work of the Normal School, the teaching of pedagogics and kindred subjects, there will probably be less diversity of opinion. The history of education should, of course, be studied, and if possible so much of general history should be connected with it as will enable the student to realize the connection between the history of education and the history of civilization. The object should be to give the student a clear comprehension of the principles of the great educators of the world's history, and to enable him to see that these principles were in part the outcome of contemporary civilizations, in part the forces that modified those civilizations. It should be so taught as to familiarize the student with the literature of the subject, and at the same time to train him in habits of research. The course should include a survey of the educational systems of the leading countries of Europe, and besides the system of the State in which the school is located, that of one or more States whose systems are regarded as especially excellent; for instance, that of New York or Massachusetts.

In the science of education, special attention should be paid to educational values in order that the student may have a clear comprehension of the relation between his tools and the work they are intended to accomplish. The instructor in methods should never allow his students to lose sight of their psychological basis. The charge so often brought

against Normal School graduates that they are the slaves of methods, is frequently true, simply because they forget that a method derives its sole value from its conformity to the laws of the mind.

As to the study of psychology, I assume that it is unnecessary to enter into any detailed account of the methods used in the Normal School at Worcester, Massachusetts, and in the New York College for the Training of Teachers. They are methods which should be adopted in every Normal School in the country which is not willing to expose itself to the charge of neglecting the richest vein which has been worked out in the half century of our Normal School experience. Those methods are in brief, to make the original observation of children a part of the regular course of study. The reader who is not familiar with their details can get a very clear idea of them by reading a list of the directions, cautions, etc., which are put in the hands of every student in the New York College for the Training of Teachers.

Their object is, as has been frequently explained, to bring the observer into close and sympathetic relations with children, to awaken in those who are to become teachers a reverent interest in all the realities and mysteries of childhood. Secondly, and incidentally, to accumulate a body of well-ascertained facts that may serve in future to enlarge and rectify our knowledge of children and so held to lay the foundation of a more adequate and pedagogically useful knowledge of childhood.

No one will question that both of these ends are in the highest degree important, and it is evident that both of them are promoted by this new method of observing children. Principal Russell of Worcester, says, that his graduates report, after experience in teaching, that they find no feature of their preparatory work more directly beneficial, especially in dealing with exceptional children. No trained student of mind will need the help of such testimony to convince him of its truth. Since teaching consists in dealing with mind, in surrounding it by such influences as to induce it to develop in this direction rather than in that, it is self-evident that the more we know of actual living minds in all their richness and infinite variety, the better this can be done. I would be the last to deny that a careful study of books on psychology interpreted by as careful a study of the facts of his own experience may be helpful to the teacher. But if he uses this knowledge merely as a starting point, as a thread by means of which to find his way through the labryinth of mental manifestations which present themselves to him in every-day life and history; if he tries by means of it to comprehend the mental processes of those "doughty old medieval knights" who were ready to pronounce a "curse upon those stupid letters" because they thought a "life of toilsome and heroic action" altogether preferable to the "clerk's petty trick of writing"—if the Chinaman who finds his ideal in the past and looks upon all genuine progress as a return to a state of excellence which has once existed—he will find his knowledge of mind as much more helpful as it is more vivid and wide and accurate. It may be said that this study of mind in history, however valuable it may be from the point of view of discipline and general culture, is of little practical use to the teacher. I cannot admit it. I know of no way in which the teacher can get a more vivid sense of the almost omnipotence of education in moulding and transforming human beings, than by the careful study of history. African and European, Turk and American, modern Chinaman and ancient Greek—what monuments are these contrasts of the power of education! The teacher who brings to his work such an appreciation of its power, can hardly fail to put more heart into it. But, at least, it may be urged, the value of the study of mind in history cannot be urged as a reason for encouraging normal school students to observe children. I think it can. I believe that most teachers who have based their instruction in psychology on a text-book, will agree with me when I say that it is extremely difficult to give students the idea, in such cases, that the book is not to be the chief source of their knowledge of mind. The idea that the book should act the part of a guide in a strange city, tell them where to look to find valuable truths, it is difficult to impress upon them with sufficient force to make it of any worth. But when the observation of children is made a part of the regular work in psychology, the dullest student cannot fail to get the impression that the subject of his study is mind,

mind in himself, mind in those about him, mind everywhere so far as its manifestations come within the range of his knowledge.

But while all knowledge of mind is useful to the teacher, it will not be denied that the knowledge of the minds of children is especially useful, and that this knowledge is most enlarged by the methods pursued in the Normal School at Worcester, and in the New York College for the Training of Teachers. It is not merely, or chiefly, the knowledge acquired as students which is of value, but the habits thus formed that tend to make them students of children as long as they live.

Principal Russell regards the second end mentioned above, the accumulation of a body of well ascertained facts for the purpose of enlarging and rectifying our knowledge of children, and thus helping to lay the foundations of a more adequate and pedagogically useful knowledge of childhood, as merely incidental to the first. As principal of a Normal School, the primary object of which is the preparation of students for the work of teaching, he is doubtless right. But as an educator, having in view not the immediate future merely, but results for all time, I strongly doubt whether he is justified in regarding it as in any sense subordinate. The most important problem of pedagogics, the determination of the reading matter, and the methods of teaching it, most likely to develop in students a genuine appreciation of good literature, must be settled by just such observations and experiments as these methods encourage students to make. It is a work which in the nature of the case will never be completed, but which will only approximate completeness through the combined labors of generation after generation of teachers who have received this kind of training. And this is only one example out of a thousand that might be selected to show the pedagogic importance of this work. What do we need to know in order to make successful teachers of children? We need to know (1) what they are; (2) what they ought to be; (3) what methods we can use to make them grow from what they are towards what they ought to be. The only way we can learn what they are is, not by an *a priori* projection of the mind of an adult, on a reduced scale, into the body of a child, but by a patient, persistent, systematic study of them, poring over them, so to speak, as we have been obliged to pore over all the books in the vast library of nature from which we have succeeded in wresting even a few of their secrets. Dr. Stanley Hall well says: "The living, learning, playing child, whose soul heredity has freighted so richly from a past we know not how remote, on whose right development all good causes depend, embodies a truly elementary psychology. All the fundamental activities are found, and the play of each psychical process is so open, simple, interesting, that it is strange that psychology should be the last of the sciences to fall into line in the preat Baconian change of base, to which we owe all the reforms from Comeniers down which distinguish schools of today from those of the sixteenth century. "The Baconian change of base!" Who that reflects upon the enormous development of the various branches of natural science as a result of it will undertake to adequately estimate the results that may fairly be expected from making it in the study of children.

We have decided questions concerning methods in the same *a priori*, scholastic way in which we have studied, or rather not studied, the minds of children. "Moving bodies have a natural tendency to come to a stop," said the schoolmen. "Why do you think so?" "Because they stop." "Some boys have a natural disinclination to books," says the untrained teacher. "Why do you think so?" "Because they don't like them." As a patient study of the facts has brought to light the truth, that not the moving body but the conditions to which it was subject were responsible for its stopping, so it may be that the "natural disinclination" to study is not natural at all but due entirely to the fact that we have not supplied the proper conditions, that we have not brought the mind into contact with the kind of facts fitted to arouse its dormant interests. How much the systematic study of teachers in general might accomplish in this direction, I think we shall feel it will be difficult to overestimate when we remember what has been done in an entirely unsystematic way by a few isolated workers.

If the conclusions reached in this paper are sound, the American Normal School will best advance the interests of education, not by attempting to be a literary college—that it can not be without losing its distinc-

tive character—nor by attempting to combine the work of a college with the work of a training school, which is equally impossible, but by concentrating its entire energies upon its own proper work, the work of training teachers for our best elementary schools, and for subordinate positions in secondary schools. We shall have made a great advance in educational matters, when our various educational institutions have learned what their proper work is and have resolutely and energetically set about doing it. Normal schools, college-departments of pedagogics, schools of pedagogics,* have their own proper work. Let them learn what it is and do it.

ON TEACHING ENGLISH.

WILLIS BOUGHTON.

American speech is said to be the "fairly homogeneous language of sixty or seventy millions of people." Current discussion admits three points: American children do not naturally use this speech; it is the duty of the teacher to make the pupil proficient in its use; the results prove a failure on the part of secondary teachers. The secondary teacher is, however, entitled to a hearing. After noting a few points in general, I shall discuss some of the obstacles in the way of the teacher's success; these removed, I shall consider what seem to me to be the most practical methods of attaining the desired results.

If, now, American speech is the "fairly homogeneous language of sixty or seventy millions of people," there ought to be agreement as to what this speech is. But there is not. So far as written language is concerned, educators commend the diction of Irving and Hawthorne, Webster and Phillips. But in this naturalistic age, the author that most successfully reproduces the false syntax of some backwoods community is the most popular with the publisher; the reporter that can make his columns most brilliant with slang and colloquialisms is sure of good pay; the essayist who can write with a nonchalence, so far as artistic form is concerned, is read with the deepest pleasure. A recent historical paper on Washington is made sparkling by such expressions as, "The cherrytree business we have all heard about *ad nauseam*;" and even Edward Everet Hale, in a recent paper, can say, "As soon as we got the hang of the style." Such may be the literary language of one section, but elsewhere it is called slang and is condemned. Educators throughout the country, in fact, lament the popularity of such careless language.

As models of oral speech we have no standard whatever. Cultivated people, even, do not articulate alike. To the Bostonian the speech of the Chicagoan, though he violate no law of orthoepy or of syntax, is barbarous; to the western-bred man the speech of the New Englander is marked by peculiarities almost as offensive as the bur of the Scotchman. The older book-dealers of Ann Arbor, Michigan, where twenty-five hundred students from all parts of the country are wont to gather annually, profess to be able to locate the homes of many of these youth solely by peculiarities of speech; the western man, the southern man, can be told at once, and even the Bostonian can be differentiated from the New Yorker. The fact is our language is not yet homogeneous; it was never more rapidly changing than it is today. The world is filling its vest pockets with "don't books," which Professor Kellogg warns us, proscribe some forms of speech authorized by our best writers. Our cultivated people—our college bred men and women—not only countenance, but use colloquialisms of the most vicious character. Inconsistent as it may seem, however, educators agree that there is a "school" English, fixed by our dictionaries and grammars. In considering these authorities, some of the obstacles in the way of the success of the secondary teacher of English may be discussed.

An authority should be infallible. Our dictionaries are the teacher's authorities on pronunciation and spelling. Yet they do not agree. In spelling there is a difference with respect to about twelve hundred words; worshiper may have two p's, traveler two l's, according to some authorities. Eskimo is not given in Webster of 1875; it is the preferred spelling

*I am of course aware that we have no such schools of pedagogy although the New York College for the Training of Teachers is working towards that as an ideal. And one of the influences which will contribute very powerfully to the founding of such institutions will be exerted when the two other agencies for training professional teachers confine themselves strictly within their own proper sphere. Such a course would make it evident that they do not cover the ground, and would thus tend to create a demand for the forming of institutions to do the work which they can not properly undertake.

of the International. The Century gives catalog; no other common dictionary recognizes that spelling. Bering is the correct orthography, although we have misspelled the word for generations. On the whole we may not censure the Cornell student too severely for inserting an extra d in studied. While, however, a mild form of rebellion against the barbarous combinations of letters that the English language countenances may be commendable, the teacher should have an infallible authority.

In orthoepy, the words that cause the most blunders are such as have two or three pronunciations. To this class belong about fourteen hundred words. Until recently Worcester and Webster have been the authorities; the former is generally recognized as authority in New England and the latter in the Mississippi valley. A professor in the University of Pennsylvania was overheard to remark that Webster was not authority on any thing, while the Regents of the University of the State of New York acknowledge any variety of pronunciation "authorized by any recognized authority." Here, indeed, is a dilemma; the teacher is permitted to grasp only one horn, while the college may cling to both. The writer has taught in public schools where the superintendent declared for Webster, and again where Worcester was law. Later, teaching rhetoric in a university, he asked his students to say áccessory; the Latin professor demanded accéssory. With respect to the pronunciation of more than twelve hundred words, then, American speech has no recognized authority. The secondary teacher is liable to orders to change his pronunciation at least as often as he changes superintendents. The safe way for him to do is to purchase a Century Dictionary and pronounce according to the taste of his company. But there is another class of words almost as annoying.

For such words as dog, class, calf, there is a dictionary pronunciation and a populist pronunciation. The former, though known, is recognized by comparatively few educated and cultivated people. It matters not whether it be in a country district or in the city, there seems to be a home prejudice against the dictionary pronunciation. Indeed, so great is this that certain school superintendents are heard to say that they jeopardize their positions in insisting upon such pronunciation. We laugh at such cowardice. But when that class of educators known as school officials so lack in educational spirit as even silently to oppose what are termed the finical notions of the teacher, it requires the stamina of a hero to endeavor to reform public sentiment. Our entire environment is opposed to reform. Imagine the result if a teacher should try to force the correct pronunciation of the words cow and calf upon a New England rural district. At the west end of the cable line in Philadelphia, is a settlement of railway men. The small group of teachers there is supposed to be trying to force upon the community the authorized pronunciation of the word route. So it is elsewhere, but the result is seen in the fact that the new editions of our dictionaries authorize the populist pronunciation. Such will be the result with this whole class of words, unless the school environment may be purified of this evil. What avails your chest of cholera preventives if you do not cleanse your streets?

Perhaps the educators are in the wrong. Dr. Johnson seems to have believed that his dictionary would forever fix the English language. Still the language has continued to change. The English censor may be making a similar ridiculous claim for the modern dictionary. Generations of authority have failed to change the lumberman's lawgs, the hunter's dawgs, the preacher's gawds, the Yankee's ceows, the Virginian's eouts, or the drover's hawgs.

The claim goes forth that the voice of the people shall regulate the growth of speech. Should all existing authorities be destroyed and their influence forgotten, could a dictionary be produced as Johnson produced his, the populist pronunciation would be largely recognized as authority. While conservatism is commendable, while it should be a matter of American pride to maintain a language as nearly like the English of London as possible, it is doubtful whether a handful of teachers can force upon sixty millions of people a form of speech that even the college-bred man or woman has not the stamina to adopt in business and in home life.

The teacher needs an authority that is in harmony with linguistic progress and is positive as to one and only one correct pronunciation. Such a dictionary must

be prepared, published, and adopted by a committee of cultured men of various professions representing the educated sentiment from Maine to California. Competing publishers may flood our schools with dictionaries, but they are not likely to give the teacher one universally recognized authority.

Grammar is regarded as an elementary English study; still it may be one of the most useless and harmful branches in the school curriculum. Its aim and purport often are misunderstood, and the teacher's success is measured by false standards. We suppose that the aim of grammar is to instruct the pupil in the use of correct language. The examiner who licenses the teacher seems to have no such idea of its scope. Before me is a list of ten questions asked at a recent examination: one demands five rules for the use of italics; one asks for definitions of polysyndeton, asyndeton, metaphor and synecdoche; one inquires into scansion; two call for diagraming; one demands the signification of certain abbreviations; three ask for the names of elements; only one requires constructive work. The Ohio State* examiners and the New York Regents demand a knowledge of technical grammar and little else. Perhaps twenty credits out of a hundred are given for constructive or essay work. From such tests the teacher takes his cue, and the work of the school becomes parsing and analysis and diagraming until the pupil is nauseated. The practical object of the study is hopelessly forgotten. The teacher, however, is a success. The examination informs him as to the kind of knowledge required from the study of grammar. He is doing an injustice to his pupils unless he prepares them to meet similar tests. If the aim of grammar is to make one proficient in the use of correct language, reform in teaching is necessary; but let it commence with the examiners, and the teachers will readily meet their demands. Then when the aim and system of instruction are made uniform throughout the country, we may look for the best results.

Lacking an authority in spelling and pronunciation and a practical aim in grammar, it is not strange that there are graver obstacles which interfere with the success of secondary teachers of English. When the child first appears at school, the teacher notices that there is a home English that differs materially from school English. The first six years of the child's life having been spent at home, the very accent, articulation and bad grammar of the parent are reproduced by the offspring. It lisps in the language of home. From the educator's standpoint, the homes of our people are too often hot-beds of linguistic vice. Children are born and bred in an atmosphere of bad English. Among the uncultured, sectional dialects are almost as pronounced as the brogue of the Irish. These dialects are not confined to a peculiar articulation or pronunciation, but they are characterized as well by the most barbarous fractures of the laws of syntax. Indeed, the "bad grammar" that we hear so much about is usually dialectic speech, and there seem to be as many dialects as there are sections of the country separated by natural boundaries. Read Twain, Cable, Harris, Riley, Page and Miss Wilkins. Could Cable have written Jane Field, or Miss Wilkins, Dr. Sevier? The first six years of child life tend to fix it in the use of folk lore; and many of our public school teachers as well as some of our college professors have never risen above their home dialects. Yet the English teacher is expected to make the child depart from its home speech.

Further, the English teacher's censor forgets that a majority of public school pupils, at an early age, become wage earners, and in this fact we find one of the greatest obstacles in the way of improving our speech. Such pupils observe that school English is not the language of those among whom they must spend their lives. To their companions in labor, a cultivated tongue is an abomination and refined speech is snobbishness. No speech save dialect will be tolerated, so the teacher meets with little success in the endeavor to reform the language of the pupils, who as soon as they are permitted to leave school, drift away from educational influences, and rest contented with the dialects of their fathers and with the English of the penny press.

The literature of these people is no longer the Bible and Pilgrim's Progress, but it is the newspaper that sparkles with slang and broken syntax, "in almost every conceivable form of fracture." The news-

*The report examined was that of '90 or '91; the questions for '93 were good.

paper, in bold headlines, cries, "We have met the enemy, and where are we at?" The parent reads it, smiles and repeats it; the child catches it from his parent's lips and makes it a part of its child language. It is notorious that newspaper editors are shy of college-bred applicants for positions as reporters, because the latter are seldom conscienceless in the use of language. Civil service is often practically applied in the printing office—the printer's devil looks forward to the time when he shall become city editor. The point of Horace Greely's remark—"Of all horned cattle, a college graduate in a newspaper office is the worst"—is that newspaper men are intolerant of good English. Wit with them has been traduced to a jargon of shop talk and slang. To the wage-earning child this becomes good English, and the teacher's work is nullified. The better journals are less vitiating; but the craze for realism, or more correctly, naturalism, is in some ways working evil. For the past decade some of our most popular periodicals have been furnishing their readers with a weekly or monthly diet of dialect stories. A handful of editors have declared that the people want such literature, and it is produced. Instead of romances in cultivated language, we are introduced to most ordinary characters who use most ordinary folk lore. The Christmas story, Mr. Howells asserts, is written in the "Yankee dialect and its Western modifications." Even our verse is corrupted. Notice a stanza reproduced from a leading magazine:

"I'm been a visitin' 'bout a week
To my little cousin's at Nameless Creek,
An' I'm got the hives an' a new straw hat
An' I'm come back home where my beau lives at."

What literature! If the magazine, one of the greatest educational factors in our country, will tolerate such language; if you and I read it, and smile at it, and quote it, the Cincinnati teacher may be pardoned for the use of language that shocked Dr. Rice. To preserve the speech of a vanishing people, dialect literature may be justified; but to propagate such language is vicious. Still, one of our youth's papers, read in three hundred and fifty thousand homes, is accustomed to offer prizes for dialect stories; and another promises a serial entitled "Tom Sawyer Abroad" as its drawing feature for the current year. And this is food for our babes! These stories are read and re-read. The strange uncouth language is quoted until it seems a justified form of speech. At school, days may be spent over the simple and beautiful language of "Black Beauty"; at home the boy pores over "Tom Sawyer." The teacher may dwell at length upon the linguistic beauties of the "Village Blacksmith"; but on Friday afternoon some urchin declaims:

"The Gobble-uns' 'ill git you
Ef you don't watch out,"

and soon all the children in the district are repeating his words. Why the offspring of even polite society are prone to use bad English need be no longer a matter of wonder.

The demand is for the teacher to overcome all obstacles and to cause the pupils to use school English. It matters not if cultured society is lukewarm, if polite society does frown, or if populist society does forbid, such is the demand. I am not sure it is a just demand, are you? I cannot say that "I am deeply pained and saddened;" for to me the matter often presents itself in the ludicrous form of the complaint of a merchant whose college-bred son insisted upon spelling sugar without an h. It often happens in English as in other reforms, that the teacher's censors are not without sin. They cover their indifference with the claim that they do not care to have pupils "form ridden." Mr. Howells voices their sentiment when he says to the novelist; "Speak true American with all the varying Tennessean, Philadelphian, Bostonian, and New York accents. If we bother ourselves to write what the critics imagine to be 'English,' we shall be priggish and artificial, and still more so if we make our Americans talk 'English.'" When he wrote these words, Mr. Howells was editor of a great magazine and spoke as one with authority. So long as recognized good English is pronounced "priggish and artificial" by those who have the making of authors, the teacher may as well modify his ideals and advise the dropping of s from slang to form language. In these days of scientific instruction, no teacher is excusable for the results of his work being characterized as "priggish and artificial." Ordinarily the lawyer is not more interested in the welfare of his clients than the

teacher in that of his pupils; but the latter is between two millstones; one the editor and critic, demanding that school English be taught; the other the so-called man of affairs crying "priggishness." If the teacher maintain caste among educators, however, he must brand such teaching as that of Mr. Howells as vicious; but if people, kings in a democracy, demand populist English, the teacher may be pardoned for furnishing what is understood in the unwritten letter of his contract. I maintain that the educator is in the right, but what can a handful of teachers unsupported do in opposition to the populist sentiment?

Such are the obstacles in the way of success in English teaching. Reformation must begin with those editors who create authors. It must extend to those officials who have the licensing and employment of teachers. When they do their duty, we shall have instructors as free from dialect speech as we are able to obtain at present. Then the teacher must be furnished with infallible authorities in spelling, pronunciation, and grammar—authorities that are recognized as such from Maine to California. The dictionary must be the work of American philologists, who shall allow a single press to issue it; for so long as four competing publishing houses are permitted to publish and sell dictionaries of their own construction, we can have no authority. The same point will hold with respect to grammars; eighty-five of the best secondary schools of the Northwest are divided in the use of eighteen grammars differing in aim and scope. It were better if Lindley Murray still reigned supreme. Then parents must be induced to exercise double care in maintaining in the home a purity of language. And above all, educators should issue from their studies and proclaim themselves censors of the press. Newspaper English should draw upon it the ridicule that it deserves. The American people should have a patriotic pride in maintaining a pure speech, grammatical, philological and scientific. When this is the ambition of all connected with school work, there will need be no complaints about the results of our teaching.

It matters not whether the pupil is early to become a wage-earner or is to enter college, the result demanded of the teacher should be the same—that the learner be able to speak and to write good English, with ease if not with elegance. Instruction then in either case may be the same. In the first years of school life, attention should be given to speech. All recitations indeed should be language lessons, but a certain portion of every day may be profitably spent in conversational exercises in which the pupil is lead to talk. There is likely to be too much military discipline in our schools; there may safely be a slight degree of relaxation when it comes to conversational exercise. A teacher ought to be a good conversationalist, not so much to talk himself as to draw the pupil out and induce the child to talk. Then its errors should be pointed out; not a mispronounced word should go unchallenged, not a grammatical error uncorrected. The pupil must be taught to listen to his own language. His ear must be trained to detect his own errors and his tongue to correct them. Eternal vigilance is the price of good speech. Until the pupil has been put on his guard, until the tongue is taught not to offend the ear, little true progress can be made. It is erroneous to believe that a child is not advancing unless he is conning a book or reciting from memory. The grandest lessons in school life are the impressions received from the oral instruction of the true teacher.

Reading follows and supplements daily conversational exercise. Formerly when only the three R's were taught, this branch occupied a more prominent position in the school curriculum than it does now. Pupils were accustomed to read twice or three times a day, the reading matter being of the loftiest nature, the language of the purest kind. In the modern attempt to simplify everything, the introduction into the school readers of Sam Weller selections is to be deplored. Education consists in the study of ideals; it were better, indeed, to return to the Bible as a text-book than to use such of our readers as are the product of some publisher's employe. But there is enough supplemental reading in the reach of the pupil to supply the lack of good selections in readers of all grades. These models of the purest English and American speech, if read aloud in school, form the best drill books. Reading aloud from the great masters of the language tends to give the child the proper correlation and collocation of words. The ear, thus trained to the harmony of language, will detect dis-

cords in his own speech and lead the pupil to reform himself. Daily exercise in reading should be continued until the close of the high school course.

Side by side with this work comes the study of grammar, a branch whose aim is to teach the pupil to speak and to write correctly. This aim, however, is too often forgotten, the study becoming a mill to grind out rules. Examiners are to blame for the prostitution of this branch of study to wrong ends; for he who would pass the ordinary examination, must spend his days and nights in parsing, not the common forms, but unusual, unnatural and ambiguous terms, whereas only a slight knowledge of technical grammar is necessary. What we want are correct speakers and writers. These come not from the study of rules, and not from the correction of the false syntax of others. A child does not gain skill in building block houses by watching another, but by handling the blocks himself, and where the architecture is wrong, tearing down and reconstructing; so in the building of sentences let the pupil handle his own material and be his own architect, correcting where he makes mistakes. As the builder should know the names and uses of his various tools, the learner should be acquainted with the names and uses of the parts of speech. A knowledge of the simpler laws of syntax and of the conjugation of the verb in its more ordinary modes and tenses, is necessary. Then put the pupil into constructive work where he may soonest detect such errors as he alone is most prone to. Let him know his own errors; he gains little by correcting the false syntax of others. Construction should be the key note of English teaching, and when the examiner shall require a short essay instead of answers to technical questions, the work of the teacher will be found satisfactory.

Writing, then, and writing daily, is the surest way to attain the results demanded of the teacher. Even genius may not be proficient in the art of expression, which comes rather from practice. In our schools where fifteen or twenty minutes are daily given to composition work, intermediate pupils reach such proficiency that after a recess spent in observation, they are able to fill a slate with child knowledge about unfolding buds and leaves. The Committee on Composition and Rhetoric, reporting to the Board of Overseers of Harvard College, admit that those students who had had experience as editors of high school papers, were most proficient in the use of correct English. I do not recommend writing by rule; dictionaries, grammars and rhetorics, if properly used, become authorities as well as practical guides to the novice in writing. And synthetic work rather analytic seems to produce the best results.

The kind of teaching outlined above will best prepare the pupil that is early to become a wage-earner for active life; and it will best prepare the student for college work. We shall have such results when we shall have infallible authorities, when our cultured people support the teacher in his work, and when our examiners, both for license to teach and for admission to college, shall demand constructive work rather than rules and analysis and parsing. Until that time, the position of the secondary teacher, so far as English is concerned, is not only ignominious but helpless.

THE first article in the May number of the *Philosophical Review* is by Dr. Gordy, and is entitled "The Test of Belief."

THE address in the last number of the BULLETIN on "Translations" is by Dr. Super; the name was inadvertently omitted.

PROF. BOUGHTON will have charge of the Summer Assembly at Epworth Heights, near Cincinnati. Miss Cranz and Miss Stinson of the University will be among the teachers. It promises to be well patronized.

PRESIDENT SUPER expects toattend the National Educational Association at Asbury Park.

PROF. CHAPIN will spend part of the summer on the Atlantic coast, in company with Prof. Cann, in the study of certain forms of marine life, and Prof. Hoover will teach mathematics at Chautauqua, New York.

MISS SARAH STINSON expects to sail for Europe about the first of August, with the intention of spending a year abroad in the study of drawing and painting.

Personal Notes.

L. W. Hoffman, of '90, is also among those who have been re-elected for a number of years. He will remain at Warwick, N. Y.

As we go to press it is too early to report the names of all the members of the present Senior class that have secured positions for next year.

The Rev. C. W. Rishell, Ph. D., '92, has an article in the May-June number of the *Methodist Review*, entitled "The Recent Critical Attack on Galations."

Howard K. Holcomb, '92, who was for two years, head of the Commercial Department of Amity College, Iowa, has recently been elected Professor of Physics and Chemistry in the same institution.

The Rev. Dr. Mutchmore, of Philadelphia, Moderator of the recent Presbyterian General Assembly, at Saratoga Springs, was for more than three years a student at the O. U., over forty years ago.

Wilber Colvin, '80, for a number of years a prominent Prohibitionist in this State, is now Professor of Natural Science in the American Temperance University, at Harriman, Tenn. He is also Commandant of the Cadets.

Principal Albert Leonard, '88, of Binghampton, N. Y., is among the fortunate ones who have been voted a handsome increase of salary for next year, his second in the same position. He still continues to publish the *Journal of Pedagogy*.

Miss Pearl McVay, of the same class, who has for two years been Principal of the Ashtabula High School, will remain in the same position at a larger salary than was ever paid to any of her predecessors. A similar piece of good fortune has befallen her brother, H. R. as Superintendent of the schools at Somerset.

At the recent commencement of Dickinson College the Faculty and Trustees, by a unanimous vote, conferred the honorary degree of LL. D. on President Super, a member of the class of '66. It is due the recipient to say that as soon as he received an intimation of the probable action of the Board, he did all in his power, short of positively refusing to accept, to prevent it. He does not wish to be counted among the number of those who have a longing for honorary degrees.

Mrs. Corinne Super Stine, only daughter and oldest child of Pres. and Mrs. Super, died on the 1st of May. Last June she was married to Professor Stine, of the Armour Institute in Chicago. She is the first graduate of the University, under her father's administration, that has died. Part of last winter she spent in Florida, in the hope that the warmer climate would restore her failing health, but to no purpose. Her death occurred in Indianapolis, where she was under medical treatment. The members of her class have in preparation a memorial volume.

A recent number of the *Critic* has the following in reference to Professor Super's History of the German Language. It "exemplifies the present passion for literary archaeology and goes thoroughly into the ancestry and environment of a tongue which he thinks hardly inferior to the Greek. Certainly few more perfect or more intellectual products of human skill, impelled by the desire of communication, have ever been created than German. The history of such a language abounds in striking facts and truths which should not be overlooked; and Prof. Super's book, occupying the middle ground between a grammatical commentary and a philological history, supplies in a full and interesting fashion what a literary reader needs to make him conversant with the main sides of many questions involved in the study of one of the principal Indo-European tongues. The modesty of the author is very refreshing, in contrast with the aggressiveness and self-assertion of certain recent specimens of the inhabitants of the philological Buncombe County; nowhere is there a note of the infallible commentator."

The Board of Trustees at their June meeting conferred but one honorary degree—that of D. D. on the Rev. W. A. Powell of Athens.

The Fall term of the University will open on the first Tuesday in September and continue until Thanksgiving.

The two wing buildings have been thoroughly repainted and now present a neat and attractive appearance.

THE Members of the Y. M. C. A. expect to send Newman Bennett to Northfield in June for a course of instruction.

IT IS not probably that any changes will be made in the Faculty for next year, but it is expected that one or two members will be added.

THE Faculty will recommend but one candidate for the degree of Doctor of Philosophy to the Board of Trustees at their June meeting. He is a Harvard man and occupies a prominent position as a teacher in one of the large cities of Ohio.

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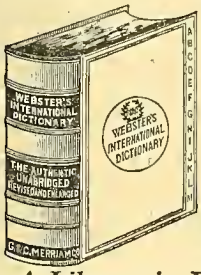

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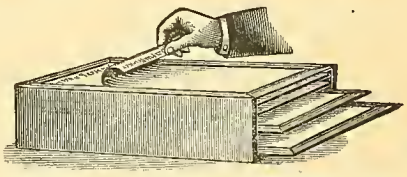

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A very handsome lady came rushing up to the ticket window of the OHIO CENTRAL LINES the early part of this week. The room was crowded with passengers and the 11.30 flyer for Columbus and Toledo was due in three minutes. The lady first glanced at the ticket agent, then at the passengers and soon became the object of comment. The ticket agent seeing that the lady was laboring under embarrassment, inquired if he could assist her in any way; the lady was unable to reply but upon opening a small grip sack procured a letter which read :

"Ask for a ticket via the OHIO CENTRAL LINES and take no other as it runs through Columbus, Marysville, Kenton, Findlay and Bowling Green to Toledo without change of cars, and carries elegant Wagner palace cars on all trains from Columbus; you will arrive in Toledo at 8.25 p. m., where we will make good connection with the Lake Shore or Michigan Central or with other lines diverging, should we conclude to change our plan upon your arrival. I came through over this route and as the train pulled out of Columbus I went into the chair-car and threw myself down in one of those elegant chairs and as the train glided over the new steel rails I fell into oblivion until the porter awaked me in Toledo and informed me that the street car was waiting."

The ticket agent supplied her with the necessary ticket; when this was done the train had arrived and she was soon off. No sooner had it departed than two policemen rushed in and made inquiry about a lady who had jumped a board bill, describing her as the lady who had purchased a ticket to Toledo; but when they learned that she had gone via the OHIO CENTRAL flyer they gave up the chase, saying, "that train only makes a few stops between here and Toledo and she will be there before we can get out a warrant."